

Multimodal Design HyFlex Delivery

A Strategy For Future-Proofing Education

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Dr. Amanda H. Rosenzweig, Delgado Community College

Dr. Rona Tyger, Dillard University

OLC Accelerate Conference 2020

Nov. 16th 4:45 PM-5:30 PM, Zoom Room 2



Session Flow

- **You will experience the process of designing a course from one delivery mode to another.** Large group due to time constraints
- The session will open with a **brief lecture with embedded polling introduction to the topic.**
- During the lecture portion, we will speak briefly about the **motivation to a fundamentals of instructional design course** and how it **was re-envisioned to meet swift accommodation for online and remote teaching** in response to the COVID-19 pandemic.





HyFlex BINGO

Print a card or cards before the session

- The OLC Accelerate Conference site houses most of our session materials:
 - The session slide deck
 - The multimodal lesson plan worksheet
 - The lesson quality metric instrument
 - There is a HyFlex BINGO 30-card PDF posted (Print one or more cards to play during our session)
- The link to the Canvas Transitioning a Lesson workshop will be available for participant use at their institutions (3-Lesson Multimodal design for HyFlex delivery, Self-paced)

<https://lor.instructure.com/resources/0d1e4a913ae645de84c37ad284b74fcc>

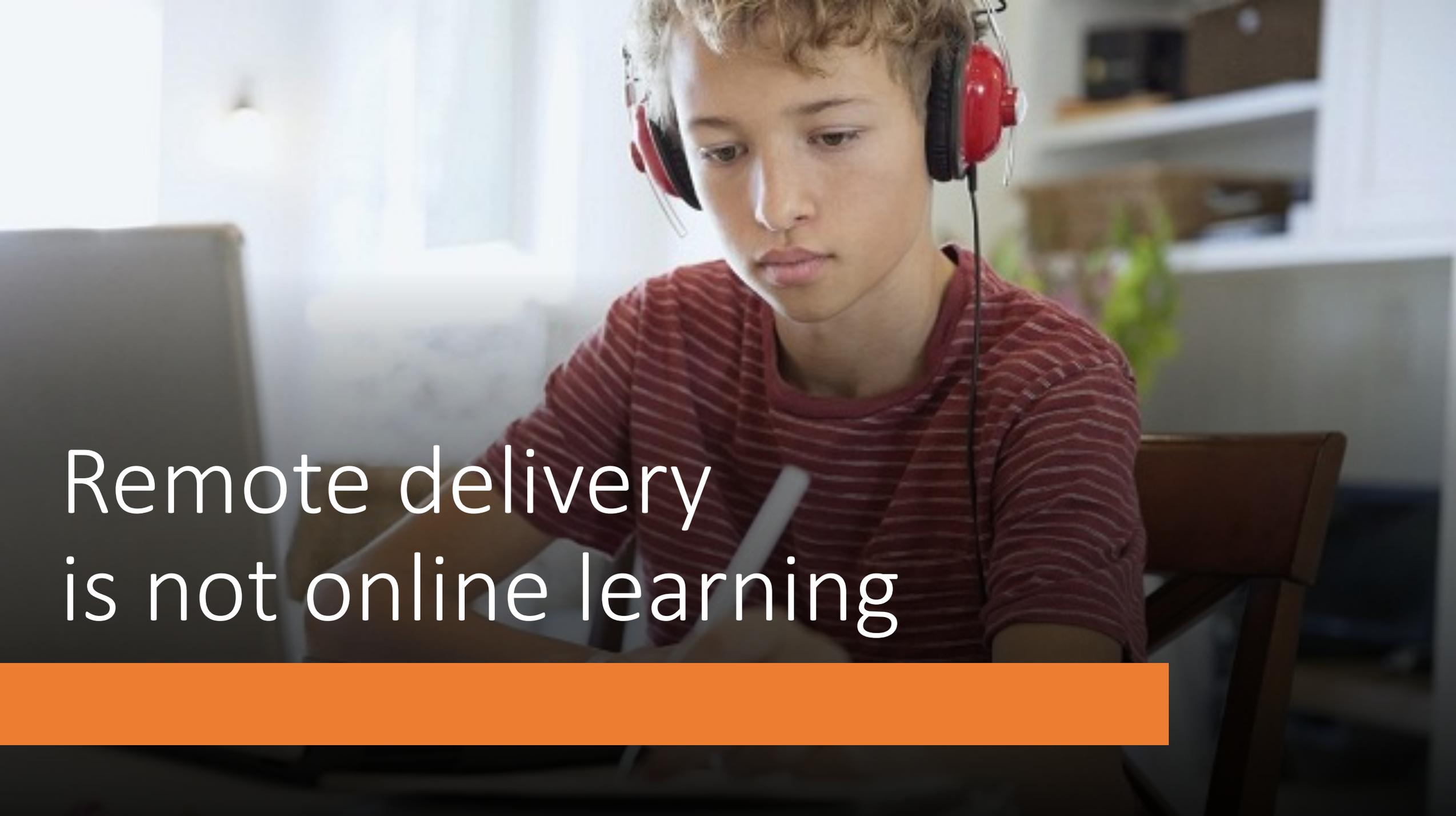
Did somebody say pandemic?

Overwhelmed
Stressful
Engulfed
Open-minded
Evolution
Challenged
Rewarding
Frustrated
Determined
Confused
Amazing
Challenging



Raise your hand if you found yourselves suddenly teaching online without experience or support.

- Do you feel like you jumped into the deep end of a pool without knowing how to swim, no float, and no suit?
- Worse yet, many of your students were looking to you for online support.
- The good news is, your class probably was not an online learning experience. It was a remote learning experience.
- We asked our Louisiana College & Technical System faculty to send us one word to describe how it felt to quickly roll their in-person classes to online. The Wordle on the preceding slide is an example of the responses.



Remote delivery
is not online learning



Remote learning is not online learning

- Emergency remote delivery during COVID-19 is not the same as planned online learning.
- In many cases, the experience was so stressful that some learners and faculty do not want to do it again.
- If you are open to trying again by choice or mandate, we can help.



What if we show you how to prepare for your classes so that you can teach online (async or sync), in-person, or any as needed?

Today



WE WILL SHARE OUR
EXPERIENCES FROM
SEVERAL PERSPECTIVES



ONLINE FACULTY
PROFESSIONAL
DEVELOPMENT



COURSE DEVELOPMENT
AND DELIVERY



QUALITY METRICS



NEXT STEPS

Our experience from several perspectives

- Online faculty professional development
- Course development and delivery
- Quality metrics
- Next steps
- Opportunity to create equivalent online course activities from existing in-person activities (via small group participation using an interactive handout)

Definitions

- Multimodal Design (F2F, Online, Hybrid)
- HyFlex Delivery – hybrid with flexible participation
- LEM – learning environment modeling
- LxD – learning experience design

Three terms used in this course that may be new to you

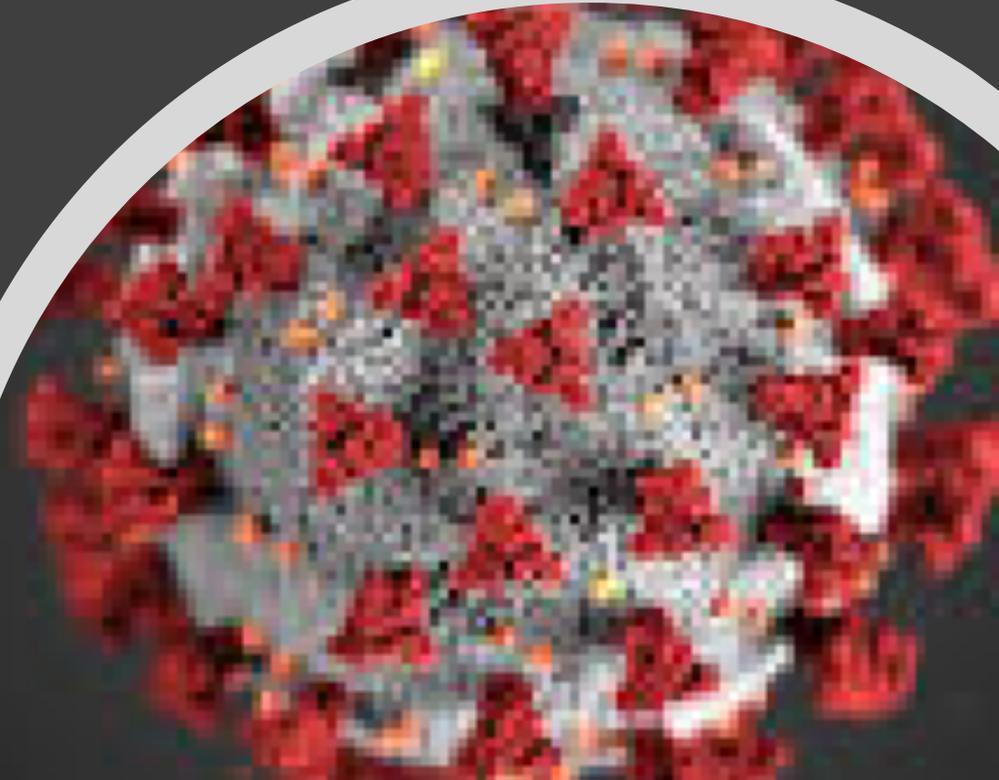
- **LEML** is an acronym for Learning Environment Modeling Language. It is a way to visually show the course or lesson components and flow of the course or lesson.
- **Multimodal** means multiple modes of delivery or design. For example, face-to-face (in-person), online, or hybrid.
- **HyFlex** is a delivery mode of a hybrid course with flexible participation. You can create agile courses efficiently that may be deployed in response to changing needs by using multimodal design and HyFlex delivery.

Why Flex?

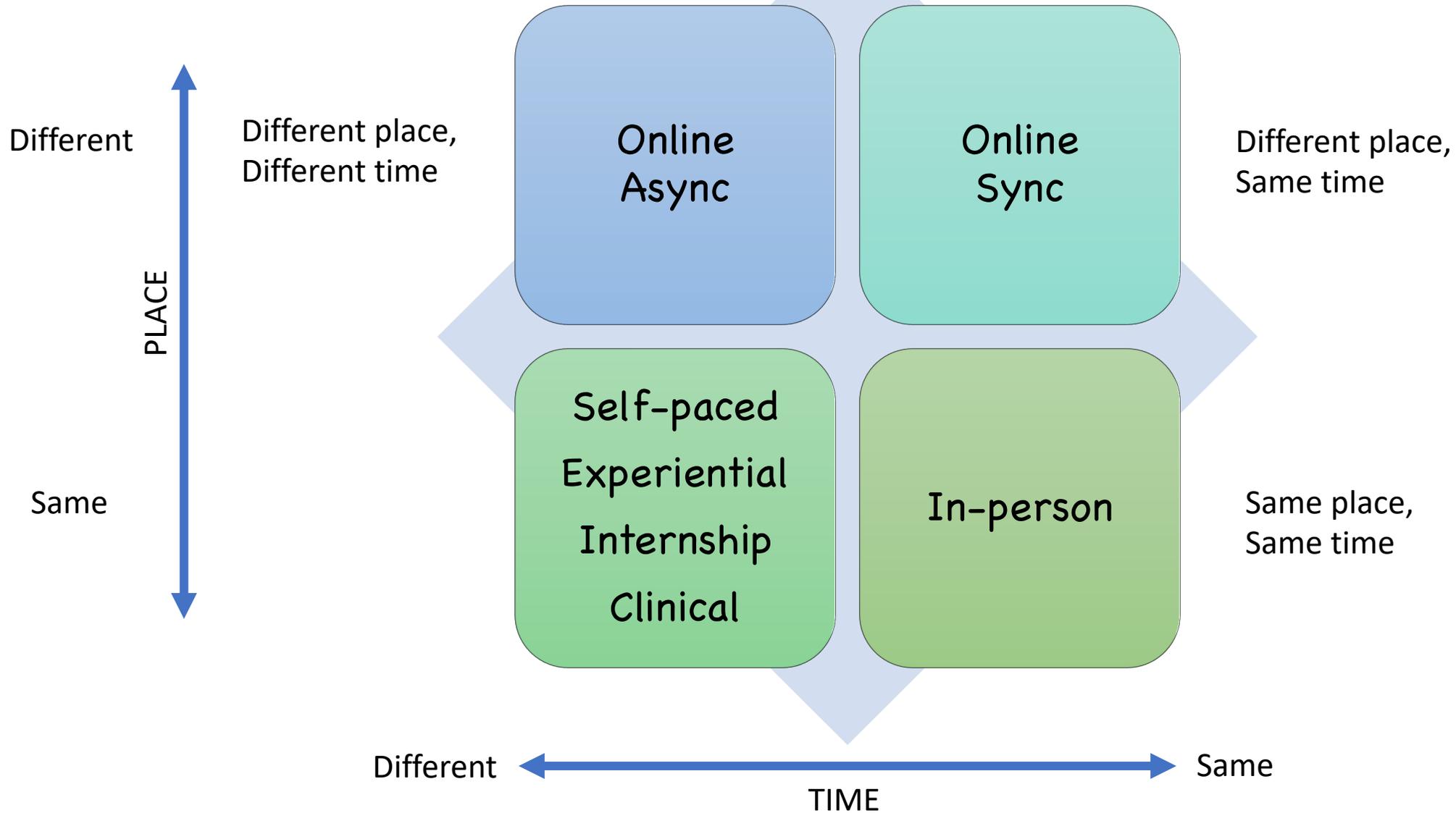
- Physical space capacity issues
- Expand geographic reach (grow course or program)
- Greater learner access
- Agile design response when life happens



Flood



Delivery Modes



Multimodal

Create for all delivery modes during the course development process

- Synchronous Online
- Asynchronous Online
- Face-to-face (In-person)
- Hybrid (Blended/Flipped)

HyFlex Pillars

Reusability: is the use of the same learning objects (artifacts) for all students in all participation modes.

Pillars of HyFlex

- **Reusability**: is the use of the same learning objects (artifacts) for all students in all participation modes.
- **Accessibility**: Learners need the technology and skills to use the technology to access course materials. The instructor ensures that the learner has access to the required technology, skills training and support to be successful.
- **Equivalency**: Learning activities regardless of delivery mode support the same learning outcome(s). Seat time (Carnegie Units).
- **Learner Choice**: Learners, not the instructor determines when and how they will participate within guidelines. Often, participation options may change by topic, week, module, lesson, etc.

Evolution of the HyFlex PD

Workshop Evolution

- Spring 2019 – FoID (Foundations of Instructional Design) Course
 - 5 content modules (6 weeks)
 - Integrated instructional design
 - Kung-Fu Canvas pre-req
 - ADA-compliance pre-req
- Spring 2020 – FoID Course
 - 2 modules (1-week)
- Summer 2020 – FoID MM/HyFlex Workshop
 - 3 lessons (3 days) – No LEML
 - Microlesson format
- Fall 2020 – FoID MM/HyFlex Workshop
 - 3 lessons (self-paced) – No LEML
 - Microlesson format



LCTCS

3 LESSONS: SELF-PACED

MULTIMODAL LESSON PLANNING FOR HYFLEX DELIVERY

<https://lctcs.instructure.com/enroll/3J3LRA>

AUGUST 10 - DEC 10, 2020

- Document your current lesson
- Critique your lesson with a quality metric tool
- Transition your lesson from in-person to online

<https://lctcs.instructure.com/enroll/3J3LRA>

Phase 1 – Instructional Designers

- Early experiences with curating, adapting, and creating Open Educational Resources (OER) illuminated a need for institution instructional designers (ID).
- Having no full-time IDs on staff and an inability to hire an ID, we decided to grow our own instructional designers.
- Funded by a grant from the Louisiana Community College & Technical System (LCTCS) during the 2019 academic year, four Louisiana institutions (two community, one 4-year public and one 4-year private) partnered to create a Fundamentals of Instructional Design (FoID) for non-designers. Delgado Community College & Dillard University were two of the partner institutions.

7-Day Workshop

Day 1 (Getting Started)

- Workshop opens
- Read the workshop syllabus
- Read the workshop schedule
- **DUE Day 1:** Introduce yourself (Yippee & Yuckee discussion forum), initial post
- **DUE Day 2:** Introduce yourself (Yippee & Yuckee discussion forum), reply post
- Tues: 🍷 Live! Meet & Greet Tuesday (optional) - Mark you calendar

Day 2 (Lesson 1)

- Take the fat out of your course (optional)
- Read *What is a learning design model?*
- Read *What is an example of a learning environment modeling language (LEML)?*
- Read *What does a lesson represented by LEML with added engagement look like?*
- **DUE Day 2:** You will complete a guided activity in which you will fill in blanks using a course lesson to guide you
- **DUE Day 2:** You will view the 5 Building Blocks Overview Captivate lesson that concludes with a graded quiz

Day 3 (Lesson 2)

- View Introduction to LEML Contexts
- View Introduction to LEML Actions
- **DUE Day 3:** Introduction to LEML Contexts Captivate lesson that concludes with a graded quiz
- **DUE Day 3:** Introduction to LEML Actions Captivate lesson that concludes with a graded quiz
- **DUE Day 3:** Complete the discussion activity in which you share your LEML lesson map

Day 4 & 5 View Lesson Quality Metrics

- **DUE Day 5:** Lesson Quality Review
- **DUE Day 5:** Share your Lesson Plan (optional)

Day 6 (Lesson 4)

- View Transition Time
- **DUE Day 6:** New Lesson template
- **DUE Day 6:** New Lesson Map

Day 7

- **DUE Day 7:** 3-2-1 Exit Ticket
- **DUE Day 7:** Goodbye Wrap-up (optional)

FOID: Transitioning Lessons (Days)

Foundations of Instructional Design Series

This workshop is offered as a 1-week asynchronous course. This workshop is intended to facilitate the transition of a class delivered in-person (face-to-face) to one delivered fully online. During this workshop, you will revise a lesson (module) for online delivery. This workshop focuses on visually mapping a lesson's structure and flow of course components using a learning environment modeling language. You will also use a lesson plan template to document the lesson in a narrative format. This workshop is *mostly* asynchronous (not at the same time or the same place). There are no office hours associated with this workshop.

Prerequisites

There are no workshop prerequisites. Canvas experience and digital literacy skills are strongly recommended.

Audience

New, Intermediate, Advanced online instructors and course designers

Quick Links

[Workshop Schedule](#)

[Workshop Syllabus](#)

Text - none

Course Materials - none

About the Instructor

Dr. Jeanne C. Samuel, PhD

jsamue@dcc.edu

 Start Here



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Phases 2, 3 & 4

- As COVID-19 hit New Orleans hard in March, our 1-week workshop was almost ready to pilot. (Phase 2)
- We quickly altered it to facilitate faculty course development for rapid transition from face-to-face delivery to online as a 3-Lesson workshop. (Phase 3)
- The course now only includes $\frac{1}{2}$ of the content of the previous courses and workshops. With a micro-mobile design, the course is now an OER 3-lesson, self-paced Canvas LMS session. It is aligned with only one outcome. The transition of one delivery mode lesson plan to another modality. (Phase 4)

QUICK LINKS

JULY 20 -22, 2020 Class duration

[Workshop Schedule](#)

[Workshop Syllabus](#)

About the Facilitators

Dr. Jeanne C. Samuel, PhD

jsamue@dcc.edu

Dr. Amanda H. Rosenzweig, PhD

arosen@dcc.edu

3-Day Workshop

- 46 Participants
- 38 Started
- 8 Completed (Badge)

QUICK LINKS

Class duration

August 10-December 10, 2020

[Workshop Schedule](#)

[Workshop Syllabus](#)

About the Facilitators

Name: Dr. Jeanne Samuel

Email: jsamue@dcc.edu

3-Lesson Workshop (Self-Paced)

- 63 participants
- 23 started
- 1 completer (Badge)

Pre-Workshop Survey - 1

3-Day Instructor-led

- 94% planned to complete the workshop activities to earn a badge or certificate of completion
- Plan to use the information:
 - 13 (42%) This term
 - 11 (35%) Next term
 - 7 (23%) Not sure

n=31

3-Lesson Self-Paced

- 94% planned to complete the workshop activities to earn a badge or certificate of completion
- Plan to use the information:
 - 10 (56%) This term
 - 5 (28%) Next term
 - 3 (17%) Not sure

n=18

Pre-Workshop Survey - 2

3-Day Instructor-led

- Why attend the workshop?
 - Support faculty 4
 - Professional development 8
 - Increase Canvas knowledge to build courses 5
 - Improve courses 8
 - Improve skills/interest building hybrid/online class 11
 - Curious/Interest 6
 - Required/Suggested 2

3-Lesson Self-Paced

- Why attend the workshop?
 - Support faculty
 - Professional development 8
 - Increase Canvas knowledge to build courses
 - Improve courses 6
 - Improve skills/interest building hybrid/online class
 - Curious/Interest 3

3-Day Workshop Feedback - 1

I know what the students need to be able to see, think, and do, but having to articulate for others (and myself) was difficult.

The graphic design model was extremely helpful.

.. I need to pay more attention to my planning as well as the visual and verbal presentation of the material in any format

self-evaluation shows I have a lot of work to do ...

I enjoyed the concept of "defatting" a course.

Consider offering it Quarterly (or every semester/or during mini-mesters)

I liked the 3-day time frame. It forced me to be on task (even though one of my lessons was late).

3-Day Workshop Feedback - 2

Too quick, probably at a really time for me business-wise, but other than that, great info and great tools.

I would have liked an Intro to Canvas, Intro to Ed Tech course as a bird's eye view of where we are in the education space and then a second course to 'zoom in', so to speak.

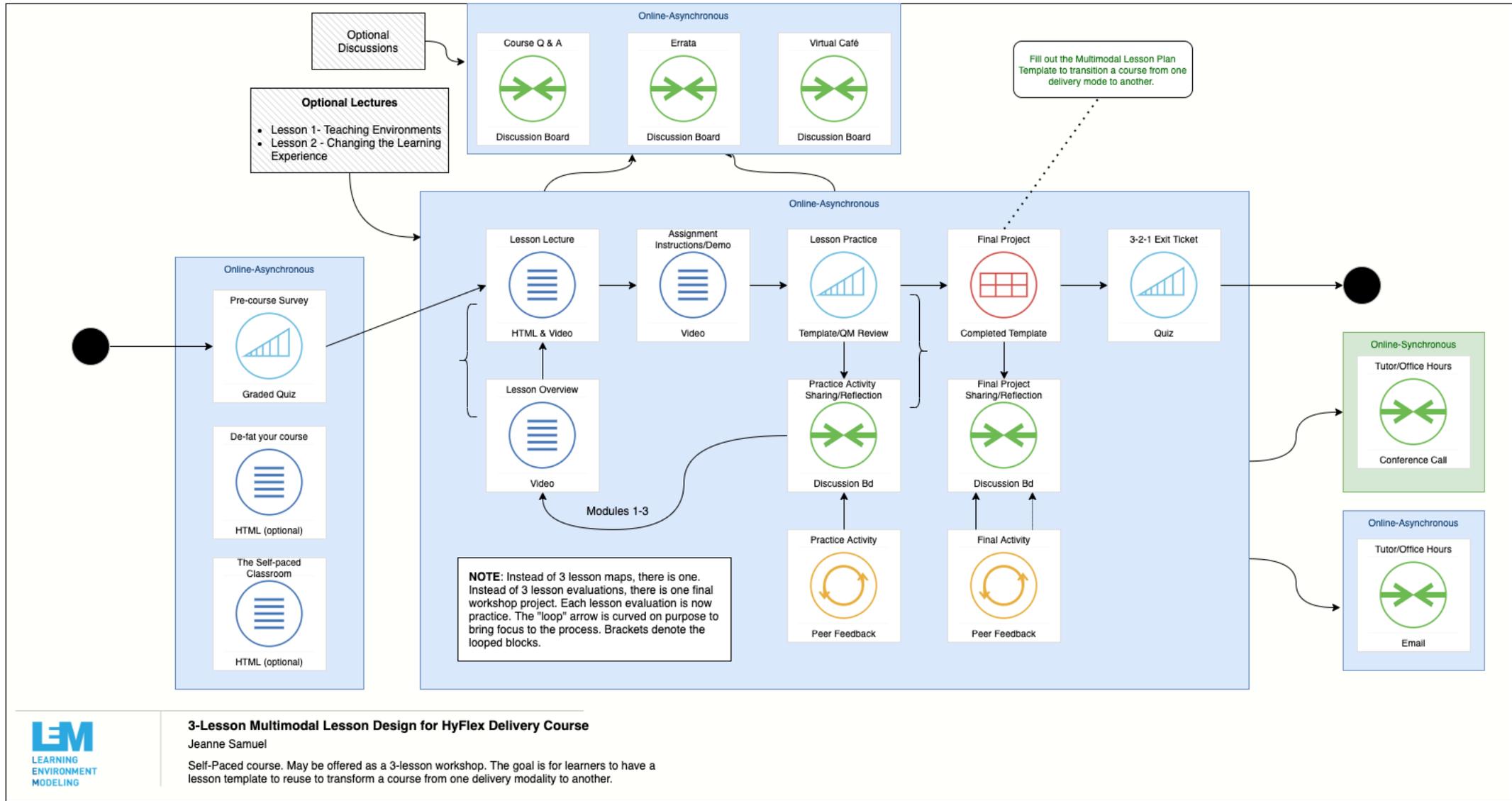
I was given the opportunity to reconsider how I needed to really align my (SLO) with assignments.

I enjoyed doing the assignments because it afforded me the opportunity function as a student.

It doesn't feel right to me that my virtual classes look just like my face-to-face ones.
Improve --

Two LxD, LEM slides follow

- Learning Experience Design using Learning Environment Modeling (LEM) is a way to visually represent the structure and flow of your course and lessons.
- LEML (LEM Language) is used to create the course maps (blueprints)
- LEML was part of the original FoID series. It will become a stand-alone course this year.



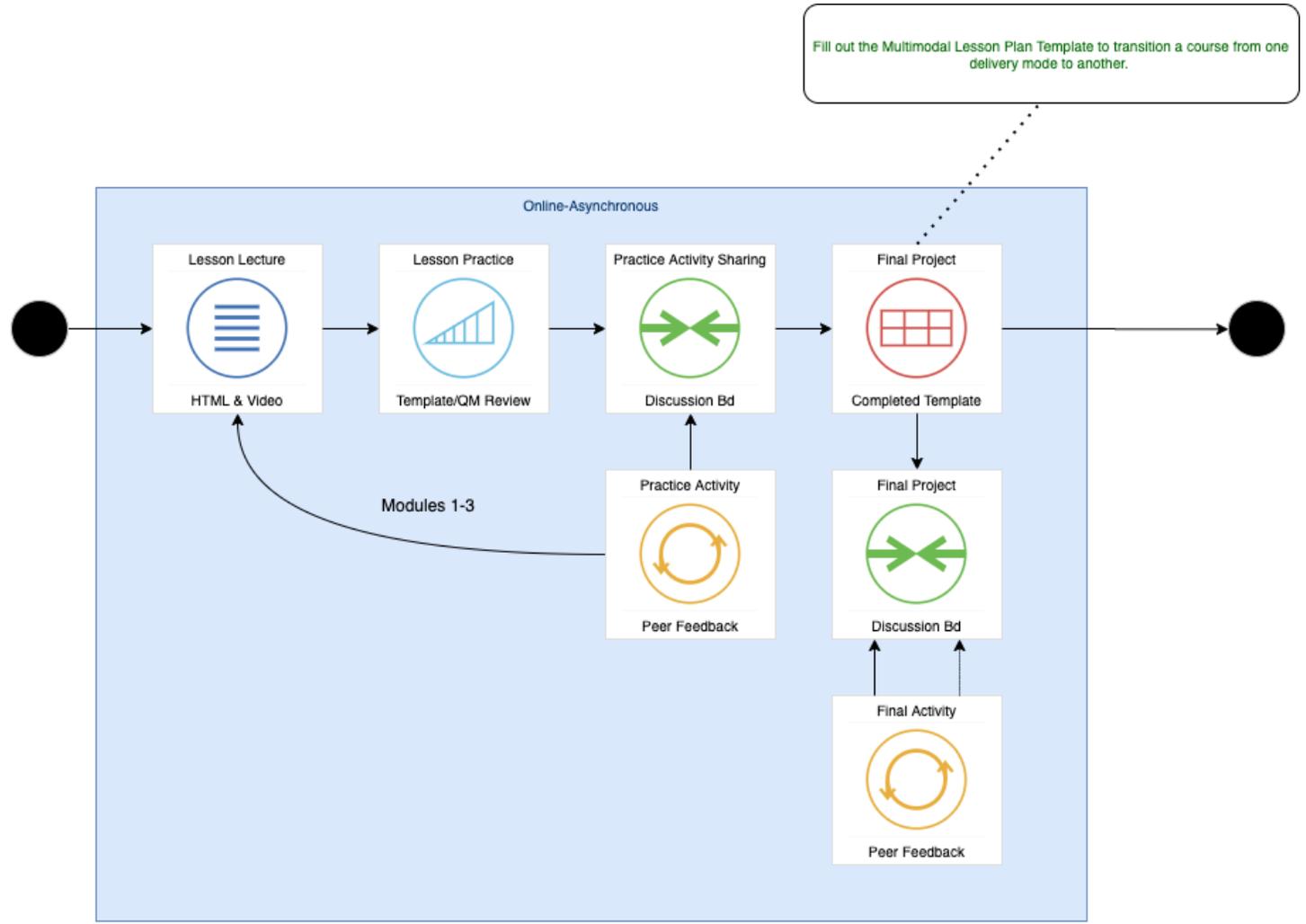
3-Lesson Multimodal Lesson Design for HyFlex Delivery Course

Jeanne Samuel

Self-Paced course. May be offered as a 3-lesson workshop. The goal is for learners to have a lesson template to reuse to transform a course from one delivery modality to another.

LEML

- Each icon (block, arrow, or end-point) represents content or an action.
- Blocks are information, practice, dialogue, feedback and evaluation content components.
- Arrows indicate flow.
- Background colors represent the learning environment: classroom, async online, sync online and experiential.



The Tools and Process

COURSE:	
INSTRUCTOR:	
LEARNING OBJECTIVE(S):	
CHAPTER:	

PRE-WORK (BEFORE CLASS)

IN-CLASS

EQUIVALENT

OUT-OF CLASS

--	--

HOMEWORK

QUESTIONS/ISSUES

HyFlex Planning Template (multimodal)

MULTIMODAL LESSON PLANNING TEMPLATE

COURSE:	
INSTRUCTOR:	
LEARNING OBJECTIVE(S):	
CHAPTER:	

A

PRE-WORK (BEFORE CLASS)

--

B

<u>IN-CLASS</u>	<u>EQUIVALENT</u>	<u>OUT-OF CLASS</u>

C

D

HOMEWORK

--

E

QUESTIONS/ISSUES

--

F

The Planning Template

	assessments align with course outcomes
Activity Intended for:	<input type="checkbox"/> F2F <input type="checkbox"/> Online <input type="checkbox"/> Both
Resources Needed	<ul style="list-style-type: none"> ▪ HyFlex Worksheet: Breaking Course Outcomes into Smallest ▪ Learning Objectives ▪ A completed face-to-face (F2F) course; Publisher created or other ▪ A course shell in Canvas
Media/Technology Needed	<ul style="list-style-type: none"> ▪ Computer for online reading ▪ Optional, printer for paper-based format ▪ Internet for access to supplemental materials
Technology Support	List any support links and numbers, common issues to be aware
Activity description	This activity introduces foundation concepts differentiating learning outcomes from learning objectives. In addition, it introduces Bloom's Taxonomy (revised). The activity introduces the process of streamlining a course to include only activities and assessments that align with course outcomes and objectives. This activity provides an opportunity for learners to demonstrate that they are prepared to proceed to the in-class activity.
Interactivity	<ul style="list-style-type: none"> ▪ Complete the HyFlex Worksheet: Breaking Course

Class Activity Planner (Detailed)

Multimodal Lesson Plan Intro to LEML

<u>IN-CLASS (Face-to-Face)</u>	<u>EQUIVALENT</u>	<u>OUT-OF CLASS (Online)</u>
<p>(Pre-assessment)</p> <ul style="list-style-type: none">• Gameshow as individuals <p>(Lecture)</p> <ul style="list-style-type: none">• Talk, Demo, Discuss, Poll <p>(Practice)</p> <ul style="list-style-type: none">• Work in teams to create a LEML map using a provided lesson <p>(Post-assessment) Time permitting</p> <ul style="list-style-type: none">• Gameshow as teams	<p>(add pre-assessment)</p> <ul style="list-style-type: none">• Quiz <p>(Lectures in Canvas)</p> <ul style="list-style-type: none">• 3 HTML text files some with embedded videos• 1 optional HTML text file <p>(Activities to provide practice opportunity)</p> <ul style="list-style-type: none">• 1 Captivate lecture to pull the component information together and help learners recall the building block types	
<p><u>HOMEWORK (Activities outside of class time)</u></p> <p>(Assessment or Evaluation) The worksheet activity requires the learner to apply the knowledge to their own lesson (relevance) thus aiding in longer-term retention of the content</p>		

Seek something more engaging

Seek something collaborative

Before Class
 During or in-lieu
 After Class

HyFlex Syllabus

Week # Date	Unit/Topic and Learning Outcome <i>By the end of this week, you will know or be able to...</i>	Learning Activities and Assignments <i>...this is how you learn how...</i>	Learning Assessment, Tests or Exams <i>...this is how you will demonstrate your knowledge and this is how much it will impact your grade.</i>
Week 5 2/15-2/21 (Mon-Sun)	<u>Chapter 4 – Planning Business Messages</u> <ul style="list-style-type: none"> Describe the three-step writing process Explain why it's important to analyze a communication situation in order to define your purpose and profile your audience before writing a message Discuss information-gathering options for simple messages and identify three attributes of quality information List the factors to consider when choosing the most appropriate medium for a message Explain why good organization is important to both you and your audience and list the tasks involved in organizing a message 	<ul style="list-style-type: none"> Read & Study Text Complete Warm-up prior to class Review Chapter Learning Objectives and PPT Slides Attend Class Actively Engage in Class Discussion and Classroom Activities Complete Assignments in Canvas/MyLab <p>OPTIONAL: Complete equivalent assignments in Canvas in lieu of attending class. See the Canvas chapter module for additional details. Assignments must be completed during specified timeframe and become available at time of class.</p>	<p><u>BEFORE Class</u></p> <ul style="list-style-type: none"> Chapter 4 Warm-up (10pts – DUE 2/17 BC) Video Exercise: Planning Business Messages (10pts – DUE 2/17 BC) <p><u>DURING or IN-LIEU of Class</u></p> <ul style="list-style-type: none"> In-Class Participation (10pts IC) – or – Canvas Assignments equivalent to class (10pts – DUE 2/19 LOC) <p><u>AFTER Class</u></p> <ul style="list-style-type: none"> Dynamic Study Module (10pts – DUE 2/21 AC) Document Makeover (10pts – DUE 2/21 AC)

Week	Topic/Outcomes	Activities	Assessments
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	Sufficient, NA, or Needs Improvement	Action Plan & Comments
Content & Design		
broken links	Needs Improvement	https://community.canvaslms.com/docs/DOC-12345 how-do-i-validate-links-in-a-course
Identify learning outcomes (SLO)	Sufficient	Possibly add a quiz or game format quiz for outcomes, syllabus, and important items you want learners to remember.
<ul style="list-style-type: none"> • Clean, consistent, and uncluttered (Easy to read) • Consistent color scheme • Consistent icon layout • Related content is organized together (note items that should be related by week, lesson, or module or by type – readings assignments, videos, etc.) • Self-evident headings and titles • Content is easily viewed through proper contrast use (text and background) • Color contrast ratios are compliant with WCAG 2.1 AA 	Sufficient	<p>The colors are default theme. On pages alt tags are used and color contrast passes accessibility checker. (Each module is consistently laid out after the get started modules.) Indents are used to group related items together. Headings are used to break up content into components in the module.</p> <p>It is not known how the lesson looks on a mobile device. It is a recommendation outside the scope of this instrument to check it.</p>

Quality Metrics



Let's Do
This
Together

COURSE	
INSTRUCTOR	
OBJECTIVES	
CHAPTER (OPT)	

PRE-WORK (BEFORE CLASS)

In-person or Online synchronous:

Asynchronous Online:

In-class

In-person or Online synchronous:

Out-of-class Equivalent

Asynchronous Online:

Homework

In-person or Online synchronous:

Asynchronous Online:

Questions/Issues

In-person or Online synchronous:

Asynchronous Online:

Experiences: From the ID to the facilitator

HyFlex: Virtual 8-week accelerated semester

Design

Before Class

- MasteryPaths
- Ends in an Adaptive Practice exercise unique to the student.

During/In-lieu of Class

- During class – gaming
- In Lieu of class – worksheets, drawings, gaming, creating

What students are saying

- I think the in lieu of class option is great and should have been around longer. **People have crazy work schedules and its so hard to attend class sometimes.** The fact that you still have the option to have some form of class even when your schedule is busy is amazing
- The In Lieu assignments are effective for reviewing material regardless of whether or not a student needs the points. **Students have busy personal lives, especially during this pandemic, so being able to miss class yet still have access to review the material and demonstrate effort was helpful.**
- Overall, I think that the in-lieu of classwork is helpful if I were to keep up with the lecture videos since it's a great way of testing my knowledge. It also offers more **flexibility to students who might have a more complicated schedule.**
- I have really enjoyed the option to do an activity in lieu of attending class. First, it gave me an alternative way of participating in the course if an emergency came up and I was unable to attend class. **This happens fairly often for me since I often have to take care of my family members who have a disability.** Second, it also allows me to review over the course material to ensure I have a good understanding of the information. **Even if I was unable to complete the in-lieu of class work, it would still be great to see the material in a different context and manner** so that I'm able to fully comprehend the material that I'm learning.

What students are saying

I think taking this hyflex course was great. I feel like if every class was set up like the way this class was, I would choose to do take more hyflex courses. Having the option of attending class or doing an assignment in place really helps relieve attendance stress. This option is really helpful and should be used more. I do like to be in live classes in person though because personally, I feel like I learn better that way.

I enjoyed the options that this class afforded me in my schedule. Judged solely on the availability and scheduling of the material, I was really impressed with that aspect of the course.

I didn't do any in lieu class because it was important for me to attend lectures because I needed that interaction of a lecture. But I do however think the in lieu of class is important for people who have different learning challenges, extra support, or have schedule challenges and were not able to make it to class.

Would you like to have the option of completing assignments online in lieu of attending class to accommodate your personal schedule in the future?

Midterm

Yes: 76%

No: 24%

N=33

Final

Yes: 90%

No: 10%

N=31

Mastery Paths

100 pts

+ 8 pts

10 pts ...
Safety in Science -
Advanced Symbols

+ 4 pts

10 pts ... 25 pts ...
Label your
Microscope & Safety in Science -
Symbols

+ 10 pts ...
Safety in Science -
Basics

Introduction to the Scientific Method

Lab Notebook - Scientific Measures and Scientific Method
Apr 15 | 25 pts

Lab Notebook - Ecology Virtual Lab
Sep 23, 2019

Label your Microscope
Multiple Due Dates | 10 pts

Module include: Getting to know you, what do
sc method?

Mastery Paths
(Lagniappe)

Next Steps

- Offer the activities in the self-paced course as synchronous, online workshops
- Create the LEML micro-mobile workshop
- Participating in the advisory group creating the HyFlex Community of Practice (with Dr. Brian Beatty)
- Meanwhile, Jeanne & Amanda will contribute to a stand-alone HyFlex support site:
<http://hyflex-learning.com/>



HyFlex Learning

Supporting teaching professionals

What is this website?

HyFlex-Learning is a website advocating, exploring, and supporting the use of HyFlex design and delivery. Initially, the motivation for creating the space is to provide a way for faculty, instructional designers and others using the HyFlex model to share HyFlex

 Jeanne Samuel  July 23, 2020  HyFlex  No Comments

[Read more](#)



Resources

Canvas Workshop

HyFlex Book

Self-paced course in the Commons



 Attribution NonCommercial ShareAlike

☆ 6 Favorites ↓ 13 Downloads 📅 8/20/20

Note: Recommend offering live session opportunity to work projects.

<https://lor.instructure.com/resources/0d1e4a913ae645de84c37ad284b74fcc>





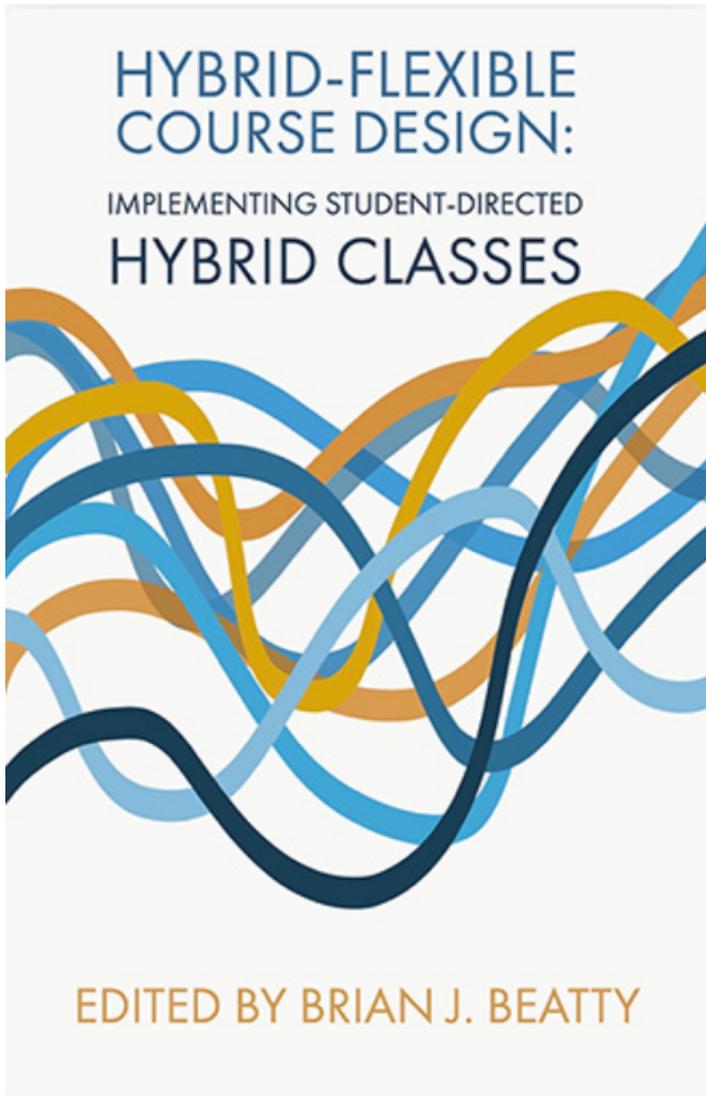
COURSE

Multimodal Design for HyFlex Delivery - Self-Paced Version

All grades

Jeanne Samuel

↓ 13 ☆ 5



<https://edtechbooks.org/hyflex>

Dr. Brian Beatty, HyFlex course design pioneer is the editor and primary contributor of the open access book, [Hybrid-Flexible Course Design: Implementing student-directed hybrid classes](https://edtechbooks.org/hyflex). HyFlex is a course design model for blended learning environments in which learners choose when to participate class in-person or online. The student-directed, hybrid approach, promotes student learning and retention. In his open access book, Dr. Beatty presents a HyFlex model overview, implementation strategies, and case studies.

LEM, LEML, LxD



<https://iledsolutions.org/>



Questions?



DILLARD
UNIVERSITY



Delgado
COMMUNITY COLLEGE



LCTCS



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